

## Inspection report for early years provision

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<b>Unique reference number</b>	EY432632
<b>Inspection date</b>	10/04/2012
<b>Inspector</b>	Jane O'Callaghan
<b>Type of setting</b>	Childminder

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the childminding**

The childminder was registered in 2011. She lives with her husband and child aged nine years old on the outskirts of Halifax. The whole of the ground floor, upstairs bathroom and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time. The childminder currently has two children on roll and of these two are in the early years age range.

The childminder collects and takes children to local schools, visits parks and places of interest. They have a dog as family pets. The childminder is a member of National Childminding Association

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The childminder provides a safe environment for children in most areas, which supports their welfare needs and ensures they are happy and secure in her care. Children are valued as individuals and demonstrate warm relationships with the childminder. Most required documentation is in place and some information is shared with parents in order to promote children's safety and welfare. The childminder provides a good range of activities to help children make satisfactory progress in their learning. The childminder has a positive attitude towards improvement although no formal systems to evaluate the provision are in place.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- update the record of risk assessment to include any assessments of risks for outings and trips
- develop a self evaluation system to monitor the quality of the setting to lead to the identification of targets for further improvement
- ensure that children's starting points are clearly recorded to plan for their development
- increase opportunities for parents to contribute to their children's developmental records and to become involved in children's learning.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a sound understanding of her roles and responsibilities relating to safeguarding and has completed recent training to ensure her knowledge is current. She has a written policy and procedures to support

safeguarding and shares this with parents. The childminder ensures that all persons required undertake the appropriate checks to safeguard children and she checks identification of all visitors that come into the home. Largely effective risk assessments are completed and regularly reviewed for the home and garden to help keep children safe. However, regular outings are not included in the record of risk assessments maintained.

The childminder has sound relationships with parents; she gathers information from them, so that she has an awareness of children's individual needs and routines in order that she can provide a consistency of care. However, she does not have a system in place to enable parents' to have on-going opportunities to contribute what they know about their child to their profiles. Parents receive verbal feedback each day so that they know about their child's day and activities that they have enjoyed. The childminder has no children who attend other settings providing the Early Years Foundation Stage; although she has a satisfactory understanding of liaising with them and sharing of information, when the need arises.

Self-evaluation processes have been considered and are in the very early stages of implementation but do not yet form the base of internal review to focus strengths and areas for development within the setting.

The childminder seeks to offer an inclusive service for all children in her care and takes steps to understand each child's background, culture and beliefs. She has a suitable selection of resources to promote children's' cultural awareness and their interest in the wider world and local community.

## **The quality and standards of the early years provision and outcomes for children**

The childminder organises and plans her day and activities around children's individual care routines, their free play choices and some adult-led activities. She supports children appropriately as they play, and planning is completed on a daily basis and is flexible to meet children's interests. Children are keen to involve the childminder in the building of the bricks and get excited as they knock it down and then with assistance rebuild it, recognising the red brick. They get opportunities to develop their creativity as they free paint and also decorate the eggs for Easter. Children freely access the pencils and paper and with help from more able children draw flowers on the paper copying them. They show the childminder how to press the buttons and identify the rabbit and dog as they pop up as the button is released and laugh as they receive lots of praise. Children learn to complete the different jigsaws and, along with some help from other children and the childminder, complete it, mimicking the noises of some of the animals. The childminder ensures that children's physical and social skills are developing well. They go out daily on walks to school, to the farm to see the animals and to child orientated groups where they play and talk with their friends. Children have access to a suitably resourced outdoor area where they access sand and water tray, balls, cones where they wind the ball in and out and also learn to balance on the

scooter. They freely and independently access the range of toys from around the room, deciding what they want to play with.

Assessment arrangements are developing; she records some observations for each child and talks about them participating in a variety of activities. However, the children's profiles do not clearly show children's starting points to show how they are progressing.

The childminder takes appropriate time to talk to the children about safety, both in the home and when out and about. For example, she ensures that children are aware of correct procedures when out crossing the road, talking and looking at books about the emergency services and regularly practising fire drills. Health and well-being are promoted well as the childminder uses her information on children's dietary and health needs appropriately. There are well written health and welfare policies in place, including a sick child policy, all of which are shared with parents. Children are encouraged to wash their hands appropriately after going to the toilet and all children wipe their hands using disposable paper towels before having snacks and drinks. Very healthy meals and snacks are planned by the childminder and children have access to their own drinking cups of water and juice throughout the day. The childminder follows a good hygienic nappy routine, where disposable gloves are used and the mat is wiped before and after use and appropriate disposal of nappies, to prevent cross infection.

The childminder has a suitable written behaviour policy and procedure. Children are encouraged to be polite and the childminder gives clear explanations as to why some behaviour is unacceptable. The childminder gives praise to the children for their achievements for good behaviour and they behave appropriately.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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